

ALMAGEST

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SHREVEPORT

INSIDE:

EDITORIAL:

Students, Let's Strike!..... p. 2
Stop clowning around..... p. 2
Nontrads want you..... p. 3
Foreign language revamp..... p. 6

OLD BUT TRUE:

"It's better to be thought a fool than to open your mouth and remove all doubt."



SHREVEPORT

Biology Department:

\$67,000 Grant helps research

By Sarah Adcock
Contributing Writer

A \$67,000 grant has rejuvenated LSUS' faculty research, a field that is practically non-existing at this university.

The money, awarded by the National Institute of Health, will go to the science department where research to identify and isolate potential cardiac medicines from Monarch butterflies and milkweed plants will be conducted.

Dr. Ronald Martin, chairman of chemistry department, and Dr. Steven Lynch, biology professor, will oversee the research process. According to Martin and Lynch, they have researched cardenolides in butterflies and milkweed plants for fifteen years but never with such substantial funding. Also, numerous small grants have kept the study alive, but not thriving, through the years, they added.

Cardenolides are cardiac-active glycosides that have an effect on vertebrate hearts similar to that of digoxin, a popular heart, rhythm-regulated drug.

Digoxin helps the heart to beat

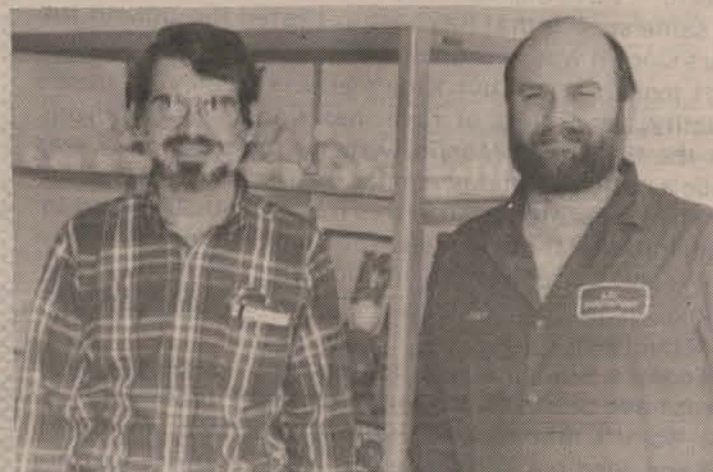
stronger and more rhythmically said Lynch but it also builds to a toxic level in humans easily. "Digoxin makes many people sick," he said.

Lynch and Martin hope to provide formal evidence that these cardenolides found in milkweed and butterflies will produce the same therapeutic effect as digoxin without the haste to toxicity.

Lynch, a field biologist, will do most of the field work this summer and fall, he said. His work will take him as far as California and the Rocky Mountains where he will try to obtain specimens of Monarch butterflies and milkweed plants.

Once obtained, these specimens will then be brought to the lab for Martin, an organic chemist, to take over. Martin will use his laboratory expertise to isolate the cardenolides and identify them. According to Martin there are three major parts to this research project.

First, the professors will isolate, purify and identify these new cardenolides. This is an important process because "Every milkweed contains a variety of 26 to 30 cardenolides and there are



Dr. Ronald Martin and Dr. Steven Lynch

Photo By: Woodrow Evans

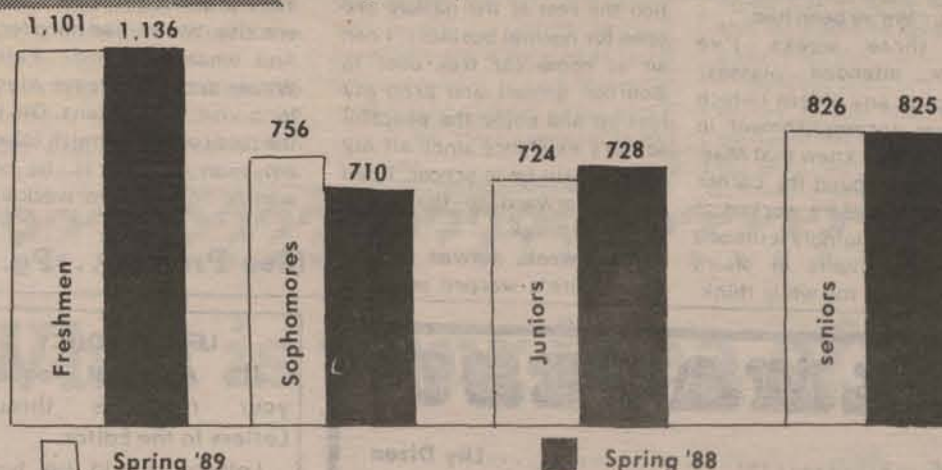
over 110 milkweed species in the United States and Mexico," Lynch said.

The second stage will involve other chemists at other universities assisting in the identification process. According to Lynch, this is necessary because LSUS lacks some of the sophisticated equipment needed to complete the entire research project. Also, working with other chemists will create a "network of collaboration" with other universities and

scientists across the nation, he added.

The third stage involves the culmination of all the hard work—a published document concerning the research findings. Martin and Lynch hope to obtain future monies or backing to further the project, they said. Also, pharmaceutical companies should be interested in the research findings.

(See Grant.....Pg. 8)



It's official:

Enrollment figure increases

By KEVAN SMITH
Staff Writer

Final, official enrollment figures tend to confirm the data reported in the preliminary figures. Total enrollment at LSUS for the spring '89 semester is 4,274, up 1.5 percent from last spring's 4,211, said registrar Kathy Plante.

Graduate students number 528 this semester, up 12.3 percent from 470 last spring. But, undergraduate enrollment increased only .13 percent from last spring.

Fabia Thomas, vice chancellor of administration, said LSUS ranks third in enrollment in the LSU system, behind LSUBR and University of New

Orleans.

Plante compiled data in several categories, including class, sex and race. She said the data will be sent to the LSU Board of Regents, the Board of Supervisors, the LSU system and the state's institutional research office. She also said the LSU

(See Enrollment..Pg.8)

Moa Afrika:

Promotes black culture

BY MIKE BOWLIN
Staff Writer

Moa Afrika, a student group that promotes black culture at LSUS, will sponsor a program in honor of Black History Month, in the University Center auditorium next Tuesday, Feb. 21.

The program, "Strivers for Freedom," will focus on three black heroes and heroines: Harriet Tubman, Frederick Douglass, and W.E.B. DuBois.

According to Moa Afrika president Reginald Maiden, they will also sponsor a seminar later in the semester, called "Legacy of the Black Experience." The program will be an open forum and will feature guest speakers.

Moa Afrika, which currently has 15 members, was founded in 1976 by, among others, the Rev. Joe Grant. Since then, it has been under the advisory of Dr. George Sylvie, communications professor, and Dr. Doris Lynch, former history professor.

"We started like any other student organization," said Sylvie. "It gave us a sense of identity and cohesiveness."

Less than one month ago, Sylvie became the group's sponsor, replacing Lynch, who resigned from the university.

According to Pamela Hamilton, vice-president of Moa Afrika, the group has one main goal. "The reason for the group is to promote Afro-American history and culture on campus," she said.

Maiden stressed the fact that Moa Afrika is not segregated and is open to any student who wants to join. However, according to Sylvie, no white student has ever joined, although some have attended meetings.

The group is trying to end racial problems at LSUS. "We deal with many black-white issues and try to ease tension on campus," Hamilton said.

editorial

Almagest: Salutes Black History Month

By LILY DIZON
Editor

On Aug. 28, 1963, the struggles between blacks and whites were summed up in a famous speech. The speech, "I have a dream" by Martin Luther King, Jr., is the same speech that has been repeated throughout the years since it was first given.

It took 25 years but King's efforts to elevate men's equality, regardless of race, has finally materialized. For the first time, Martin Luther King's birthday was made a national holiday and for the first time, it was nationally celebrated. LSUS, this month, joined in and indeed, initiated the celebration of Black History Month in Shreveport. The agenda included, among other programs, an appearance by state Sen. Cleo Fields and live entertainment.

Today's students are tomorrow's leaders. Those words have been said too many times for them not to be true. So, it's time to take that first step in a new direction and shed our misconceived ideas that dreams are naught but stardust and moon beams. They can come true.

King's dream that all men, someday, can be equal is on the path to reality. So, let all of us salute his dream, his ideals and Black History Month.

Time to get involved

Picture this scenario:

The time: three, maybe four, years from now

The setting: an interview for a prospective job

The players: You and a man with horn-rimmed glasses

The conversation:

Horn-rimmed: It says on your resume that you came to class. You took notes. You went home. You took all the necessary tests. You passed. You graduated. Was that all?

You: All? you thought to yourself. *It took everything I had to do all that you have just mentioned.* But, you politely said: Yes sir. I did all that and I did them to the best of my ability.

Horn-rimmed: Well, Mr. Grad, I'm sorry but you're just not what we're looking for. We want our executives to be well-rounded and can show that they don't mind putting forth the effort to perform duties outside the scopes of their employment. Your records do not indicate this. Thank you. Good luck. Good day — Ms. Secretary, could you send in the next applicant please?

You: (walking outside, in the rain, talking to yourself) *My fourth interview and they all want the same thing: proof of my participating in extra-curricular activities to show that I'm a well-rounded individual. Why didn't I prepare myself for this? It's a dog-eat-dog, wet world out here.*

The moral of the story: You still have time at LSUS. Get involved!

There's one in every corner

By LORI NEJAME
Managing Editor

In grade school, they were called "class clowns." These particular people did a number of things in order to get attention, and it usually worked. It was funny and even entertaining — at first; however, after awhile this "class clown" became somewhat of a nuisance.

It's hard to believe that years later, after we've had time to grow and mature, these "class clowns" have managed to retain their need for constant attention.

It never fails, there is one in almost every class. And when the class is small, they seem to crawl out of the woodwork. It is interesting to note the similarities and differences of these "clowns."

First, they don't waste any time. From day one, you can spot them. They are eager, unapprehensive and always ready to talk. No matter what the topic or who is speaking

(professor or student), this particular student has something to say about what's being said. Even when they have nothing to say, "clowns" will nod in constant agreement or say, "Yes, Yes, I know, uh-huh!"

Most professors at LSUS urge student participation which is beneficial — to a point! Even professors seem irritated with these college "clowns." They can wreak havoc on a professor's scheduled lecture, because once they are given the floor, they tend to want to keep it for the remainder of the class.

A few differences in these "clowns" are their ages and sexes. Also, seating in the classroom is inconsistent for these characters. It is typical to find certain students in certain locations in the classroom. For example, talkers sit toward the back, listeners sit in the front and late comers take any available seat. But "clowns" sit in the front, the middle and the back of the classroom.

There are several ways to deal with these people. One way, which is quite unsuccessful in that it brings about no change in behavior, is for the entire class to take a deep breath and roll their eyes when the "clown" starts performing. A second way is to do what your mothers always told you, "Just ignore him," which NEVER works! Thirdly, there is almost always one intelligent individual in every classroom who speaks up in disagreement with the "clown" and puts him to shame (for about five minutes).

Finally, if all else fails, just listen to what the "clown" has to say — or don't listen. And we can consider ourselves lucky that LSUS, like most universities, is on a semester system. So, unlike grade school where we had to listen to these "clowns" day after day for entire years, now we only have to put up with them for a semester at a time. Good Luck! And let's just ignore them!!

Let's start a protest!

By LILY DIZON
Editor

No one likes to confess to being duped and it irks the tar out of me because I'm a well-educated college student and although I don't want to admit it, will give anything not to have to admit it, but fellow LSUS students, "We've been had."

For three weeks I've diligently attended classes, not skipping any of 'em (which is a great accomplishment in itself) because I knew that Mardi Gras was around the corner waiting for me. So I worked; I studied; I grudgingly climbed at least six flights of stairs everyday — all the while think-

ing, "Keep it up, Lily, and think of that wonderful four-day week-end you'll have to yourself."

I was so grateful to Louisiana's higher education system for letting us have a Mardi Gras break while all its secondary schools, not to mention the rest of the nation, are open for normal business. I can sit at home (or trek over to Bourbon Street) and prop my feet up and enjoy the peaceful solitary existence since all my siblings will be in school. I had looked forward to that well-deserved break.

Last week, a twist of fate and nature's warped sense of

humor played a terrible trick on me (you too, I would think). We had that scheduled break all right. So did my high school sister, her best friends and their second cousins, three times removed.

That's why I say, "We've been had." This was our time. They promised it to us and no one else. We worked hard for it. And what happened? Father Winter decided to leave Alaska for a visit to Louisiana. Oh, but the cold (pun very much intended) man that he is, he only wanted to stay the weekend,

(See Protest... Pg. 3)

ALMAGEST

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The Almagest requests your reactions through Letters to the Editor.

Letters should be typed and double-spaced. They should be turned in to the Almagest office, BH 344, by noon on the Tuesday preceding the Friday publication date.

Obscene, libelous, and anonymous letters will not be published. The Almagest does not guarantee that every letter will be published.



TOM EYTON-JONES
Columnist

Turning The Corner

Recognition!

On Feb. 3, the NonTraditional Student Union (NTSU) was formally recognized by the Student Organization Council (SOC). Although this event was not met with great cheering and tearing down of goal posts, it has great significance for the student body of LSUS. Not only does the nontraditional student "fit in" but he/she now has an organization to turn to for assistance, fraternity and involvement in the student environment.

Those of us who worked to create this organization hope that it will foster interest in other student organizations as well. There are over 40 organizations concerned with computers, foreign languages, law and government, drama, student extracurricular activities, business, politics, the black experience and heritage, public administration and many, many more interests that would take up my column and the remainder of the paper to list. Although a "nontrad's" time is usually very limited and, therefore, precious to them, many of these activities actually require very little time. The NTSU recognition "says" that this is our campus too and there is no reason not to be involved where we can.

The NTSU currently has 145 members on the roll and 77 more applications have been provided to interested students.

There are plenty more where those came from. The important thing now, along with recruiting new members, is to place some of those members in positions of responsibility within the organization. Sometime in early March, elections will be held for the positions of president, vice-president, secretary, treasurer

and three executive council seats. The constitution of the NTSU provides for the following standing committees: Mentor (helping new students), New Issues, Veterans, Child Care, Nominating, Extracurricular Activities and Curriculum. These committees have already been formed and they conducted their first meetings this week. Other ad hoc committees will be formed as needed.

I strongly encourage all non-traditional students to join the NTSU. It currently has no dues structure so it will cost you nothing. However, it will provide you access to others with concerns as vital to them as yours are to you, many of which are similar or identical. The NTSU will be holding general membership meetings within the next two weeks. Please watch for posters around campus within the next few days and make an effort to attend—you have nothing to lose and everything to gain that will make your college experience one of the most memorable of your life.

Letter to the Editor:

Racial tension: worse not better

I have something on my mind — apparently, the same thing a lot of people have been thinking about as of late. I have been disturbed by the recent word battles going on in the **ALMAGEST** concerning the issue of racism in our community. Tempers have been flaring among almost everyone on the campus. The tension, instead of easing, seems to have been getting worse with time.

This seems very reminiscent of a time that most of us would just rather forget. But we can not. The same ridiculous stereotypes are causing hard feelings—warranted and unwarranted—to become prevalent again. What is the matter with us? Can we not learn from the hard lessons already taught?

With the recent emphasis on movies like "Mississippi Burning," one would have to be blind to miss the general movement of thought. While the producers of these movies dealing with the

shadier events in our history intend to open the eyes of the ignorant, many of the ignorant and the informed have simply become stirred up and angered all over again.

My point is this: We, the black and white college students (at the risk of sounding prophetic), are the supposedly educated generation, the future movers and shakers. Must we be forced to differentiate between educated and intelligent? We can look back at occurrences in our country's history and learn from them, be shocked by them. But must we repeat them, also? Is it our responsibility, and ours alone, to prevent the racial problem from worsening here at LSUS? There is more than abundant complaining going on but exactly what is being done?

I say that if we can indeed call ourselves educated and intelligent, these preconceived ideas and conflicts can be dealt with. Naturally, it is impossible for us to control the biases of

everyone in the Shreveport community but isn't LSUS our community, as well? We are here to get an education, to better prepare ourselves for the future. What kind of a better future can we look forward to if we can not even rid ourselves of archaic ideals at a small commuter college (much less a whole community)? I would ask each student, every color, every age, how long will we have words and no action? The beginning of the solution does not start with black-white relations committees or black-white sororities. It starts with the attitudes we choose to live with and, when necessary, the ones we change. How long will we keep waiting for someone else to solve our own problems? I personally hope it is not too long, because the future does not go away. It certainly does not make itself better. We should do it; we need to do it.

Tabitha Shepherd

Protest..... (continued From Page 2)

Monday and Tuesday — the days that were scheduled to be our party and do-whatever-we-wanted-to-do days. So his visit resulted in icy roads (which kept many of us from trekking over to Bourbon Street) and, I don't know the situation at your house but — little baby sister staying home to keep me company. Fun, fun.

So what point am I trying to make? If you hadn't come to the same decision yourself over the so-called break, let me spell

it out for you. We were cheated out of a holiday. Think about it. Even if we were not to have a break (not that we technically did. Officially, yes. Technically, no.) we would have been out those two extra days any way because everyone else in this area did and it would have looked funny if somehow we were forced to attend class.

See what I mean when I said I didn't want to admit to being had? I have a suggestion. Are you listening? Let's all throw our sense of apathy away (this

is a serious situation, after all) and start a petition or a protest or something — to let them know we aren't lily-liver-hearted and can be pushed around. Thousands of people read the **ALMAGEST** so why don't YOU write and let it be known how you feel about being out for a holiday that turned out not to be a holiday because you would have been out even had it not been a holiday in the first place. Go for it. I did my part. Now it's your turn.

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What is your idea of a perfect date?



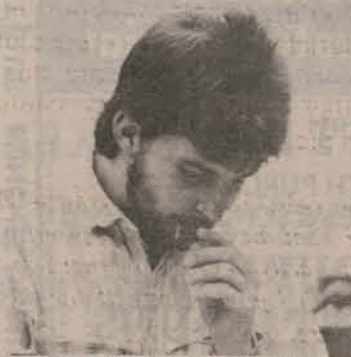
HEATH ANDERSON, engineering freshman: "A good-looking red-head who is not an airhead, who dances well and who knows when to talk and when to shut up."



MONICA MCCRAY, physical therapy freshman: "When your companion is being romantic."



DEBORAH FLETCHER, public relations junior: "Someone full of surprise, very romantic and unpredictable. He would pick me up, take me to a place I've never been before. There should be candles, roses and champagne."



TONY SABIN, marketing junior: "A night of dinner followed by a moonlight drive to the lake."



BERRY GLASSELL, public relations junior: "Go to the Caribbean (I like Nassau) with my husband and spend a few days on the beach relaxing with "Bahama Mamas" and at night alone"

profile

LSUS welcomes Dean of Education

"When I walk around campus, I think how lucky I am to be Here."

Dr. Robert Byrd, 1989

By KRISTI SHUPP.
Staff Writer

"I like him very much. I'm very happy with his leadership," said Dr. Sandra Long, psychology instructor.

"He's a hard worker," said Dr. Barbara Decker, professor of education.

Dr. Patricia Doerr, assistant professor of education, said he is "very active on campus."

The subject of these praises is Dr. Ron Byrd, the new dean of the College of Education. Byrd left LSU-Baton Rouge, where he was an instructor, to come home to Shreveport. He grew up in Caddo-Bossier area but moved away during his sophomore year in high school. He returns home with 50 years of experience in education, as a student and a faculty member, he said.

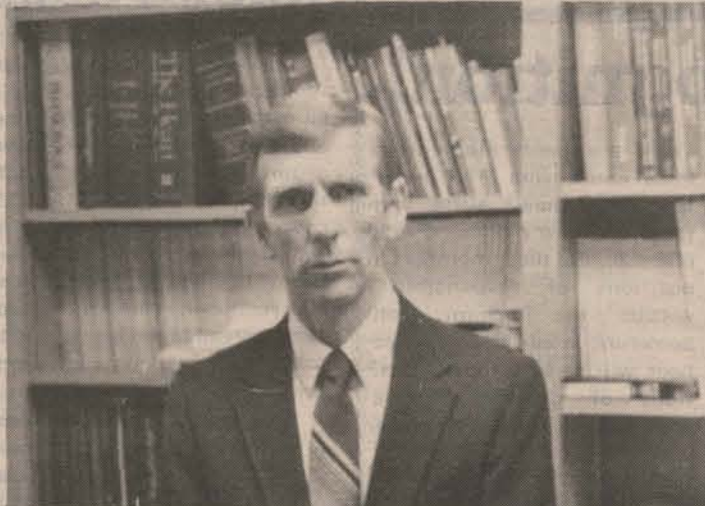
In addition to his experience

as a faculty member, Byrd has written four books, 53 journal articles, 61 papers and has given numerous speeches internationally as well as within the United States. He has received many honors including a Public Health Service Post-doctoral Fellowship.

Perhaps this industriousness can be explained by Byrd's self-proclaimed dedication to the work ethic and to quality. He applies this dedication to education because "I value learning and I like to be around people. I think learning is a life-long process and I'd like to be a part of that process," he said.

Byrd has made himself a part of that process at LSUS by setting up several advisory committees, including one for students and one for faculty.

"He presents an open-forum for discussion. I feel very free to



Smile, Dr. Byrd.

Photo By: Woodrow Evans

air my views," Long said. She adds that his "open-door policy" makes him "accessible to faculty and students."

Doerr agrees with Long's assessment of Byrd. "One thing I've noticed is that he really appreciates having input from a variety of sources," Doerr said.

Byrd may use that input to

help him achieve his goals for the College of Education. These goals included accreditation for the college and the recruitment and retention of black faculty and students. Uncertain about the possibility of accreditation, Byrd said, "I'm concerned; I'm interested; I'm excited about the possibilities that LSUS presents

but I'm a little nervous about our future like everyone else right now."

Byrd is an activist and would like to change America's attitude toward education. "If Americans in general had the same attitude toward education that the Viet-

namese boat people have, the sky would be the limit," he said. His message to young people is, "work hard and set goals. Try to empathize with other people," he said.

Byrd feels he has reached the ultimate in terms of his own career goals. Also, he is glad to be on campus because the faculty and students have made him feel very welcome, he said. "I think LSUS is a wonderful place to be.

When I walk around campus, I think how lucky I am to be here," Byrd said, adding, "Probably very few people appreciate how fortunate they are to be here. The quality of the institution, the faculty, the quality of the product (the students) — it's a great place to be."



Martha Barkley: "Help me! Help Me!"

Photo By: Lily Dizon

A bird in flight

By Brad Crawford
Contributing Writer

When we had set the time for the interview, Martha Barkley warned me not to expect her to be on time. She ended up subtly informing me that I was late.

Seeing that Martha seemed harried, I offered her the remnants of a cola ICEE I had as a peace offering for being late. She graciously accepted, commenting on my choice of sweaters.

Barkley is known for her manners and punctuality. She fills her conversations with compliments (i.e. my sweater) making whomever she is talking to feel at ease, almost as if you were a life-long friend.

Barkley has a flair for the dramatic, but that's acceptable

considering she has performed in more than a dozen plays.

"It is really neat to be totally removed from yourself and become someone else," Barkley said, adding, "It carries over into real life, I think it makes you a lot more of a sensitive person."

As she is telling her philosophies on acting, she uses her hands to illustrate the words she is speaking. It appears that she might take off in flight at any moment.

For the past two semesters, Barkley juggled 15 hours of school and working in the community plays. She had the lead role in Thornton Wilder's "Our Town" last spring, and she played Bobbie Michelle in this

past fall's "Last of the Red Hot Lovers."

When asked what type of tree she would be, that famous Barbara Walters question, Barkley eagerly replied a California Redwood. "Because it's so huge, and totally impossible to ignore."

Martha Barkley — energetic, vivacious actress-extraordinaire is hard to ignore. And as the song goes, "And she's got — personality..."



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Thumbs up to faculty

Pederson

Dr. William D. Pederson, associate professor of political science, has been selected to participate in three presidential conferences during February, the month of American presidents.

In addition, "The 'Barberian' Presidency," written by Pederson is the first book on James David Barber's theory of presidential behavior which predicted the Watergate and Iran-Contra episodes several years before they occurred. It is available at the LSUS bookstore.

Stow

Bill Stowe, director of career planning and placement, successfully defended his dissertation

in January.

Stowe's topic is "Willie Rainach and the Defense of Segregation in Louisiana, 1954-1959." He will be awarded a degree in May of 1989 by Texas Christian University.

Math Whizzes

LSUS mathematics educators, Dr. Stuart Mills, Dr. Don Smith, Dr. Iris Johnson, Ms. Anita Harkness, and Dr. Patricia Doerr, have been asked by the Caddo Parish School System to serve as consultants for a special mathematics course for "at risk" students offered at Green Oaks High School.

Smith

Dr. Don Smith, professor of mathematics, attended the conference on the American High School Mathematics Examination and the American Junior High School Mathematics Examination in Lincoln, Neb. Smith is the regional coordinator for these exams for the state of Louisiana.

Harkness/Johnson

Ms. Anita Harkness and Dr. Iris Johnson attended the Regional National Council of Teachers of Mathematics meeting in Baton Rouge in November.

Briefly

Moa Afrika

Tuesday, Feb. 21, at 10:30 a.m. Moa Afrika will present "Strivers for Freedom," an historical overview on three great black Americans: Frederick Douglass, Harriet Tubman and Dr. W.E.B. DuBois, in the University Center Louisiana Room A&B.

Art Exhibits

Feb. 10-March 3, the LSUS

University Center Art Gallery will exhibit "Recent Works: Paintings and Drawings" by artist Bill Weidner.

The exhibit is open to the public from 9 a.m. to 9 p.m. on weekdays.

Kaiser/Medicus

Dale Kaiser and Audrey Medicus announced their candidacy for SGA president and vice president in the upcoming spring elections.

Speaker Series

Dr. Clarence Adams will be the guest speaker for the College of Business Student Advisory Council's Faculty Speaker Series on Feb. 28. Adams will discuss "Louisiana Tax Reform." The presentation

will be held in BE104 during the common hour.

ODK

Omicron Delta Kappa announce its spring leadership seminar and membership drive. Those interested are asked to sign up in UC223C by Monday, Feb. 27. The seminar will be held Thursday, March 2, from 4:30 to 6:30 p.m. in the University Center Plantation Room.

Writing Workshop

Friday, Feb. 17 from 8:30 a.m. to 3:30 p.m., "Write to Publish: A Workshop on Scholarly Publishing," will be held at LSUS.

Workshop fee is \$50 for those who register at the door.

AIDS:

Victim becomes victor

By LILY DIZON
Editor

"I now live life one day at a time," said an AIDS victim in a lecture to Dr. Norman Dolch's sociology class.

Don Mathtys, at the age of 22, has been diagnosed with AIDS but he says he does not allow it to rule his life nor his actions.

"AIDS made a difference in my life," he said, continuing, "But through it I've learned that people fail you; things fail you."

However, after the denial and the anger, acceptance came to Mathtys and with it, a peaceful feeling that came with "the voice of God."

"I can hear (his) voice speak to me," he said, adding, "I'm not an AIDS victim but a victor of what God wanted for my life."

According to Mathtys, the picture of the man that he is to day is a result from a bitter relationship with his stepfather, taking drugs in junior high and later dealing it. Also, Mathtys admitted to, at one point, having over "forty lovers in one month."

Since diagnosed with AIDS, his life changed dramatically. Mathtys was "kicked out of school," he said. Also, he was alienated from his family, specifically his mother with whom he has "always been close."

At one point, anger and

frustration led him to plan his own funeral. "I had laid down to die," Mathtys said.

At the darkest point of his life, Mathtys began to turn to his belief in God for guidance. "I began to apply the Word of God to my life and began to get well," he said. Mathtys cited that a doctor had discovered a cyst growing within him. He was told he did not have long to live. "I'm still here," he said, continuing, "I'm not going to die until God is ready for me to die."

Currently, Mathtys is "living one day at a time," he said by travelling around the country to lecture and counsel AIDS patients. He is also a DJ for a local Christian radio station.

Dolch, sociology professor, admires Mathtys for his courage in speaking out on a subject that is still considered a taboo by society. "I admire him for (being) willing to talk and respond to questions asked of that subject," he said.

Dolch's students agreed with him. "I admire his courage and optimistic attitude," said Stephanie Holley, sociology senior. She also had insight into AIDS at the local level that she had not been aware of before Mathtys' presentation, she added.

Tina McGee, liberal arts senior, left the class with a new attitude. She said, "I'm not as afraid of AIDS (after) hearing him speak."



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PLEDGE CLASS MEETING

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news

French classes: Lab requirements drop

By LORI NEJAME
Managing Editor

Students majoring in foreign language at LSUS are required to take certain classes at the introductory level. These classes include classes taught by professors in a classroom setting as well as laboratories that the students must attend. Next fall, all of this is going to change.

Dr. Richard L. Barnett, associate professor and chairman of the foreign language department, arrived at LSUS about a year ago. At that time, foreign language majors were receiving nine credit hours at the introductory course level while they were actually engaged in 11 contact hours of foreign language courses.

Barnett explained that foreign language majors are required to take beginning classes 101 and 102 as well as a lab for each, totaling eight credit hours. These students also are required to take 195 which is an independent studies course worth one credit hour.

Upon arriving at LSUS, Barnett learned that 195 was "a problem course." Barnett says he gets many inconsistent remarks about 195.

"Some students tell me it is too rigorous while others say it has no shape," Barnett said.

So Barnett decided to do something about it. Beginning in the fall of 1989, students will no longer take independent studies 195. Instead, beginning foreign language majors will take three classes, each worth three credits for a total of nine credit hours. These classes are 101, 102 and 201.

"This will benefit the students because they will now have three full semesters of exposure to the

"The change will allow students a longer time to master the courses."

Mary Ann McBride, 1989

foreign language," Barnett said. Barnett emphasized that the actual requirement is not changing; rather, it is shifting. "101, 102 and 201 won't change in what they cover," Barnett said, adding, "But they will shift the time sequence of the learning process." Barnett explained that in the past, the foreign language curriculum involved two four-credit hour courses and a one credit hour lab. The changes will allow a more even distribution of credits which will consist of three three-credit-hour courses, he said.

Though the labs were requirements in the past, they will be available as electives on a pass/no credit basis, according to Barnett. Barnett added the labs will count as one credit hour but cannot be taken in place of one of the actual classes.

Dr. Mary Ann McBride, dean of the College of Liberal Arts, is "very excited" about the changes.

"In effect, the change will allow students a longer time to master the courses," McBride said, explaining that students will be exposed to three classroom settings instead of two. "This makes more sense from a teaching point of view," she added.

Joe Patrick, assistant professor of foreign language, agreed with Barnett about 195. Patrick said the problem with 195 is "the fact that it is a largely independent course."



Barnett

"It is up to the students to keep up with their studies in 195," Patrick said. "195 is not very structured; therefore, students may drop it, which could prevent them from graduating on time."

Patrick believes Barnett's proposed changes "seemed to please all parties."

Alec Moseley, a junior majoring in French never took 195. Moseley said he took 101, 102 and 201 because "it seemed the obvious continuation."

Moseley is pleased with the foreign language department. "I like the department," Moseley said. "It is getting my needs met." Moseley went on to say the changes will not directly affect him though he majors in a foreign language, because he is a junior and is finished with the introductory level courses.

At Centenary College, things are different for foreign language majors. Dr. Arnold Penuel, chairman of Centenary's foreign language department, said

students majoring in foreign language take 14 hours in the first two years.

The first and second semester, students go to a foreign language class five times a week and earn four credit hours each semester, Penuel said. The third and fourth semester, students attend a foreign language class three times a week earning three credit hours each semester.

Centenary also has a foreign language lab available to its

students. Penuel said the first-year students are required to go to the lab twice a week. "This is integrated into the class time," he added.

Penuel said after the first year, students can go to the lab for extra credit; however, it is not a requirement.

Penuel said he would rather not comment on whether LSUS' or Centenary's foreign language

(See French. Pg. 8)

Task Force:

Break down barriers

MATT FRAZIER
Staff Writer

friends.

"We are not a dating service," said Frances Baker Jack, director of the task force. "There wasn't a lot of communication between races in Shreveport before the partnership program," she added.

"People would not walk up to a member of another race and begin talking to him," Jack said. "It just didn't happen. Now the partnership program gives people the opportunity to interact and learn about the different races."

Zenobia Hikes, assistant director of academic services at LSUS, said, the partnership program "gives people the chance to know, learn and respect the in-

(See Force. Pg. 8)

The Black-White Communications Task Force offers the chance to meet members of another race on a friendly, informal one-to-one basis.

The task force is designed to create better communications and understanding between the races. The task force attempts this through programs of political empowerment, education, business symposiums and television advertisements.

They are also trying to break down barriers of communication through a partnership program. This program allows individuals of different races to meet at least once a month to learn about each other and possibly become



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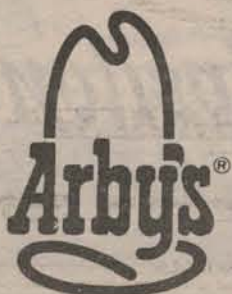
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sports

Intramurals:

Do slam dunks, soft guts really mix?

BY KEN KURIGER
Sports Editor

This early in the season, the three major factors for intramural basketball teams are the "intangibles" of the HPE facility, game preparation, and determining who the hell plays for the opponent.

When the term "intangibles" is mentioned in sports, a veritable plethora of influential phenomena should spring into your head. In this case, there aren't quite as many as in big time sports, but intangibles do exist in LSUS intramurals.

For one, you've got scheduling. It's plain to see that certain teams are outmatched against others. I suppose this isn't all bad. However, if the number of entries continues to increase each season, maybe separate divisions should be drawn up. That way, the less talented teams would still have a chance to win something.

Two games in one night is another of scheduling's thorns. Of course, there are those Waldemar Czerpinski-types who actually thrive off incessantly beating hearts and sweat-laden heads. Most teams prefer playing one game a night because of another intangible...endurance.

A softer schedule would better suit the many athletes who have softer guts than they had in their younger years.

Officiating goes under the guise of an intangible as well. The

point of playing is to get into a good game of hoops, and in lieu of some griping that's been heard around campus, I'd say not everyone has been able to do that. Sure, some of the officiating is pretty darn good, but rightfully disputed calls abound in the gym. I imagine that if a fellow wanted to flap his jaws all night, he'd compete for a debate club, not a basketball team.

Since the season is so young, I'm sure the players will find the officiating more consistent as everyone gets more familiarized. That goes for the quality of play as well.

Once a team gets used to other adversaries, the adjustment process will be hastened. At least, that is, for the teams that are able to adjust. Learning how to attack and defend particular teams is going to have a lot to do with the eventual championship.

Which reminds me, does any team have an actual coach?

These factors are known to the basketball lovers on campus. But game preparation, the last and possibly most important key, is strictly an individual thing.

Some teams get ready by sleeping, some practice and some don't even have a chance to get ready. Here's a little scenario that one team acts out before each game.

They get together at the crib of one of the players. They engage in some strenuous warm-ups, maybe a little UNO. Then they pop in two tapes.

One is a highlights video. Blade Threatt's disposal of Danny Ainge with a straight right. Kurt Rambis wrenching a board away from a fleeing Bill Laimbeer. Karl Malone and

Charles Barkley dislodging rims. Mark Jackson's magical passes and so on.

While viewing that tape, the players listen to the other one. Some thing called SWASS. They say it "wires them up," whatever that means. They drink tall drinks out of some vessels they called "Master Cylinders." Then the team, which according to their anonymous captain has become a "posse," moves ahead "to where the action's at." Presumably, that's the HPE building.

Certainly strange antics. But nevertheless, a way to prepare for a game.

Maybe these rituals help deafen the shrill blows from all those whistles.

Women's basketball tips off

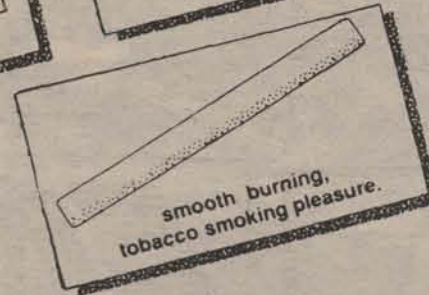
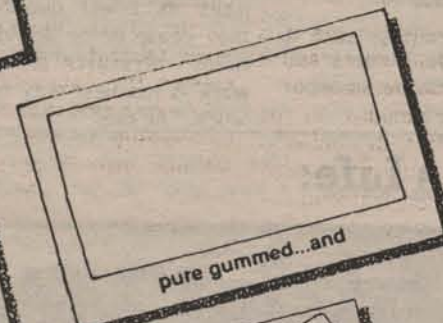
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Photo By: Woodrow Evans

Sorority shooting free style.

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news

Grant

(Continued From Page 1)

dings, Martin added.

According to Lynch, LSUS would directly benefit from the research if these new cardenolides produce new heart medications because the university would own any patent on them.

Presently, the research is in gear because the grant money is already on campus and will be dispensed as needed. Some \$50,000 will be utilized as salaries for Lynch and Martin to enable them to have release time from their teaching responsibilities.

Some \$50,000 will be spent on travel expenses associated with field collection. The remainder of the grant will go to LSUS as overhead payment for work space, lab technicians and release time.

Three students are assisting with the project and Martin and Lynch praised their contributions. "You can effectively utilize undergrads with accuracy and the results are publishable," Lynch said.

Sean Strother, a third-year biology student, is excited about his part in the project. Specifically, he is proud of the opportunity to "do graduate research at an undergraduate level," he said, adding, "It gives me a chance to experience the real nitty-gritty of research science and see if this is what I really want to do."

On a larger campus such as LSU-Baton Rouge, undergraduates would never have an opportunity like this, he added.

The importance of this grant and research project are significant because "LSUS needs the recognition that research can give it," Lynch said, adding that the research keeps the department current and the students interested in real biology.

According to Lynch, LSUS has produced three major papers in the past three years and two more are in progress and near completion. Also, LSUS has been invited to three symposiums to present these papers. "People across the nation do not stand in awe of our work but we have gained a lot of respect, nationally and internationally," he said.

Martin and Lynch feel that research programs are a vital ingredient to a successful teaching staff. Indicative of this success, Lynch said, is that most of the 36 students who have worked with them on this project during the last 15 years have pursued graduate programs. Additionally, 12 or more have received grants from different organizations to continue their studies, he said.

Lynch said research keeps students interested in biology and lets them know there is biology still to be discovered. "It gives them direction and the result is better grades," he said.

Martin said one of the crises at LSUS is the fact that the university has not been able to mature further in faculty research. Lynch agreed and said faculty loses its finest qualities when they cease being active in their fields. "Research and scholarly work is the best way to keep in touch," he said.

Enrollment

(Continued From Page 1)

system compares enrollment at all the LSU campuses, but she didn't know if that is used for formula funding.

Some of the statistics bear out what can be seen on campus. For example, there are more female than male students. This

French

(Continued From Pg. 6)

program was more advantageous. However, he said, "It takes several years to learn a language; therefore, the more you have the more you learn." He added that the lab is an advantage for students because it helps to "reinforce what they've been working on."

Jean Brabham, a post-graduate of LSUS from May 1984, is in her 14th year at LSUS. Brabham graduated with majors

Force

(Continued From Pg. 6)

dividual. It allows them to judge the person, instead of basing their judgment on the race."

Hikes said she formed a lasting friendship when she was in the program in 1987 with her partner, Gay Gaskins, assistant district attorney. It is these friendships that give the partnership program its success in improving black-white relations, Jack said.

Jack said that approximately 390 people have participated in the program over the last two years.

Each potential participant describes their areas of interest,

semester, there are 1,075 full-time male students and 1,329 full-time female students. And, there are 735 part-time male students and 1,135 part-time female students.

By class, this semester there are 826 seniors, 724 juniors, 756 sophomores and 1,101 freshmen. By race, there are 3,793 white students and 481 minority

in French and Spanish and is now auditing in order to keep up with the languages.

Brabham understands the change is probably necessary if Barnett feels it is, she said. "I have never seen anything like the growth the foreign language department has undergone since his (Barnett's) arrival," Brabham said. "It has just been phenomenal."

Though the lab will no longer be required, Brabham thinks the lab is excellent. "Students should seek the help of the lab," she said, adding, "The lab has been

involvement with community affairs, work and family. People are then paired with the type of person they would like as a partner. This is done to help facilitate understanding between partners.

Truc Lam Nguyen, a junior accounting major, joined the task force's partnership program this year.

"I wanted to take the initiative, to give a hand to solving the problem," Nguyen said. "The answer starts within ourselves. The program is a first step toward good will," he added.

Hikes said that college students should get involved in the program.

"Sometimes students don't know the power they have," Hikes said. "If an understanding

students.

Enrollment at LSUS might also be an indicator that the local economy is leveling off or improving.

Said Plante, "Typically, at a commuter school, if the economy is poor, enrollment is going to be up. As opposed to a resident school, where when the economy is poor, enrollment is going to be down."

invaluable to me. I still listen and learn because it reinforces what I have already learned."

The change which will go into effect in the fall of 1989 seems to be a welcome one.

Barnett said, "The bottom line is we will see a more even distribution in the learning process." He added, "Other than that, there will be no fundamental changes."

"Statistically, this is a movement toward which most major colleges and universities are moving (three-hour sequence over three semesters)," Barnett said.

between the races can be reached here, students will take it out into the community. I know it sounds idealistic, but they can actually help change the world."

The force has the power of money to back their purpose up. According to Jack, there is \$77,712.34 left in the task force's funds. She believes that this money will probably last through July. Whether or not additional funding is available, the partnership program will continue.

"It lasted for two years without any money, it can do it again," Jack said.

However, Jack feels the task force will not have to go without funding.

Campus Life:



Photo By: Woodrow Evans

"Do not disturb! I'm studying."



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by Carol Hall, Computer Science Department

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